

## **Adult Indicators of Quality**

*The Iowa Indicators of Quality were developed jointly by the Even Start Staff, the State Coordinator and specialists in family literacy and program administration. These Indicators were revised to better reflect a variety of developments. These indicators include the new federal requirements, reference to research-based practice, and Iowa practice of continuous program improvements.*

**The federal program elements are indicated in this manner: [Sec.1235-x]**

Adults will increase their literacy levels, strengthen their networks of support, and work toward developing the academic, English language, life and vocational skills necessary for achieving their personal goals.

4 Adult Indicators

75-100% - 3-4 Indicators - Sufficient Progress

50-75%- 2-3 Indicators – Conditional Progress

Below 50% - Below 2 Indicators - Insufficient Progress

<b>Objective A</b>	<b>Indicator #1</b>	<b>Measure</b>	<b>Data/Evidence</b>
Adults will increase their literacy skills.	Improvement in literacy skill levels in reading and writing acquisition and other literacy skills. (In Language 1 and 2)	PRE and POST scores on an adult basic skills assessment tool such as the CASAS or TABE indicating changes in proficiency levels.  An increasing number of adults making progress toward and/or completion of a secondary school diploma or the recognized equivalent.	Individual scores kept on site: <ul style="list-style-type: none"> <li>• Number of adults who are English language learners.</li> <li>• Number of hours of adult education offered and participation rates.</li> </ul>
	<b>Indicator #2</b>  An increasing number of adults making progress toward a post-secondary education.	<b>Measure</b>  An increasing number of persons enrolled in school and receiving their GED or high school diploma.	<b>Data/Evidence</b> <ul style="list-style-type: none"> <li>• The number of adults enrolled.</li> <li>• The number of entry without GED/Diploma.</li> <li>• The number receiving GED or Diploma.</li> <li>• The number at entry who have not gone beyond 9<sup>th</sup> grade.</li> <li>• The number of enrolled, type of progress or results.</li> </ul>

<p><b>Objective B</b></p> <p>Adults will strengthen Life Skills and Networks of Support.</p>	<p><b>Indicator #3</b></p> <p>An increasing number of adults will progress in the development of self-awareness and life skills in collaboration with Even Start staff.</p>	<p><b>Measure</b></p> <p>Setting a realistic personal development plan. Documentation of steps toward meeting the goals through a personal journal or staff dialogs. Such as: documentation of positive differences in the ways adults organize and maintain family records and educational materials at home (phone lists, appointments books, calendars, book corners, shelves, etc.)</p>	<p><b>Data/Evidence</b></p> <ul style="list-style-type: none"> <li>• Individual log with plans, updated regularly and kept on site or with the individual.</li> </ul>
	<p><b>Indicator #4</b></p> <p>Participating families will attend regularly and remain in the program a sufficient time to meet their program goals. [Sec.1235-11]</p>	<p><b>Measure</b></p> <p>Parent/teacher contacts, program contacts; participation in Even Start and other related community activities demonstrating advocacy for self and family.</p>	<p><b>Data/Evidence</b></p> <ul style="list-style-type: none"> <li>• Individual log or journal.</li> <li>• Length of time in program.</li> <li>• Year End Data Report.</li> </ul>

Revised: 1-18-05